

Appendix table 7-30.

**Public assessment of the quality of science and mathematics education in the United States: 1985–2001**

Characteristic	1985	1988	1990	1992	1995	1997	1999	2001
Percent								
<b>All adults</b>								
Strongly agree .....	14	18	24	24	21	23	21	17
Agree .....	49	50	48	51	48	45	42	51
Do not know .....	8	7	4	4	6	6	7	7
Disagree .....	27	23	22	19	22	22	26	24
Strongly disagree .....	2	2	2	2	3	4	4	2
<b>Male</b>								
Strongly agree .....	14	17	24	24	20	22	19	17
Agree .....	49	50	50	51	49	44	46	52
Do not know .....	7	7	3	3	5	6	6	6
Disagree .....	28	23	21	19	23	25	25	23
Strongly disagree .....	2	2	2	3	3	3	4	2
<b>Female</b>								
Strongly agree .....	14	18	24	24	21	24	23	16
Agree .....	49	49	46	50	48	45	38	50
Do not know .....	9	7	5	5	7	7	7	7
Disagree .....	26	24	22	19	21	20	28	25
Strongly disagree .....	2	2	3	2	3	4	4	2
<b>Less than high school graduate</b>								
Strongly agree .....	7	11	19	17	14	14	14	8
Agree .....	53	51	45	51	47	45	36	44
Do not know .....	11	14	9	5	13	10	12	9
Disagree .....	27	22	23	24	22	27	32	38
Strongly disagree .....	2	2	4	3	4	4	6	0
<b>High school graduate</b>								
Strongly agree .....	15	19	24	24	20	24	22	16
Agree .....	48	49	49	50	49	45	44	52
Do not know .....	7	5	3	4	5	6	5	7
Disagree .....	28	25	22	19	23	21	26	23
Strongly disagree .....	2	2	2	3	3	4	3	2
<b>Baccalaureate and higher</b>								
Strongly agree .....	22	24	30	29	28	29	27	24
Agree .....	45	50	48	53	48	44	44	52
Do not know .....	5	4	3	2	3	4	5	5
Disagree .....	25	20	16	15	19	20	21	17
Strongly disagree .....	3	2	3	1	2	3	3	2
<b>Attentive public for science and technology<sup>a</sup></b>								
Strongly agree .....	20	26	36	31	32	33	32	22
Agree .....	53	48	46	49	42	37	36	45
Do not know .....	5	5	1	3	2	4	5	7
Disagree .....	20	20	15	14	21	21	19	22
Strongly disagree .....	2	1	2	4	3	5	7	4
Sample size (number)								
<b>All adults</b> .....	2,005	2,041	2,033	1,004	2,006	2,000	1,882	1,574
Male .....	950	958	964	486	953	930	900	751
Female .....	1,054	1,084	1,070	533	1,053	1,070	982	823
Less than high school graduate .....	507	530	495	215	418	420	403	116
High school graduate .....	1,147	1,158	1,202	623	1,196	1,188	1,111	834
Baccalaureate and higher .....	349	353	336	203	392	392	368	614
Attentive public to science and technology <sup>a</sup> .....	235	233	229	105	195	288	216	195

<sup>a</sup>To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, is "very well informed" about it, and a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue area but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTES: A few respondents did not provide information about their highest level of education. Responses are to the following statement: The quality of science and mathematics education in American schools is inadequate. Do you strongly agree, agree, disagree, or strongly disagree?

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.